



INTERVIEW TEMPLATE FOR GATHERING INSIGHTS IN MIXED LEARNING PROCESSES IN A CONTEXT OF SOCIO-ARTISTIC LEARNING

Preliminary notion: this template was developed within the [Art As Leverage](#) project and the learning context on which we deployed this template was formed by (1) theatre workshops, (2) photography and visual art workshops, (3) basic language skills classes.

When co-creating interview templates with the aim of process evaluation, we strongly advise to work together with the educators involved and especially lean on their insights and expertise when it comes to formulating questions in a way that is accessible for the students.

Please feel free to be inspired to use and reformulate our set of questions to start to measure your process of learning in socio-artistic learning environments.

QUESTIONS FOR STUDENTS

When working with non-literate students, find a medium with which students find themselves comfortable to share their experiences. Be very clear about GDPR-related issues before you start recording. Be sure to get informed consent and document this.

Informing the students about the fact that educators will be interviewed as well, can help lower the threshold to share experiences.

| QUESTIONS | REMARKS |
|--|---|
| Did you participate in theatre? | |
| Did you participate in drawing/crafting? | |
| Were you always there? Sometimes? Once or never? | <i>Be cautious to formulate this question in a non-judging way.</i> |
| How was the first time in HET GEVOLG* / DE RUIMTE*? | |
| What did you think of the teacher? | |
| What did you think of the group? | |
| What was difficult? | |
| What was easy? | |
| What is the benefit of the theatre workshops? | |
| Did something in the workshops help you to learn Dutch? | |
| What are you good at? | |
| What do you like? | |
| What did you learn? | |
| How do you learn best? | |
| Did participating in the workshops benefit you? How? | |
| Would you recommend others to participate in these workshops? Why? | |



QUESTIONS FOR EDUCATORS

Educators can be interviewed through online questionnaires or via written media. However, it might be of value to try to mirror the interviewing method applied with the students.

We advice to stick to the same interview method and media as applied with the students.

| QUESTIONS | REMARKS |
|--|--|
| Did the research question become more clear during the process of the workshops? How? | <i>Educators in our project expressed some vagueness of the research question at the start of the project.</i> |
| Do you see any learning growth with your students? How would you describe this? | |
| What are the conditions for this research to be successful? | |
| What are thresholds or obstacles for students? For educators? | |
| What is the added value of this project? | |
| What does learning mean to you? And can creativity be an added value in this? How then according to your perception and experience? | |
| When you think of the students before participating in the workshops, and afterwards: what has changed within their attitude, knowledge, self expression? | |
| What is it like for you as an educator with experience in a more classical way of teaching to participate in this? | |
| Suppose you are a director or investor of a classical institution that provides adult education. If you would be able to change the system: what would you do to ensure that the participants can grow more? And do you include creative workshops in the regular curriculum? Why / why not? | |